Key findings:
The results presented here follow the costing and coding of the revised* program documents.
The main activities outlined in the grants can be categorized according to the following:

**Equity**: This category includes activities on hygiene and psychosocial support programs, with priority support for the most vulnerable children, including children with disabilities.

**Learning**: This category largely includes distance learning initiatives relevant to the country’s context and needs, provision of learning materials, as well as support to teachers in distance and accelerated remedial learning programs.

**System Resilience and Reopening**: This category includes activities on system strengthening during the COVID-19 schools closure measure. The programs support preparations for the reopening of schools by ensuring that students and teachers can return to safe education facilities.

### I. Grant allocation as costed (in US$ millions)

- **Mitigation**: 278.62 (62%)
- **Recovery**: 172.19 (38%)

### II. Grant allocation as costed, by category (in US$ millions)

- **Equity**: 178.59 (39%)
- **Learning**: 111.46 (25%)
- **System resilience and reopening**: 160.76 (36%)

### III. Psychosocial support programs (in US$ million)

- 36.59

### IV. Support to teachers (in US$ million)

- No tech (printed materials): 11.87
- Low tech (radio/TV): 14.31 (27%)
- Medium/High-tech (tablets/mobile/internet): 20.05 (37%)
- 19.40 (36%)

### V. Distance learning methods (in US$ millions)

- Boys: 231.14 (51.3%)
- Girls: 219.67 (48.7%)

### VI. Grant allocation by estimated beneficiaries (in US$ millions)

- 219.67 (48.7%)

**Notes:**
- Results provided are estimates based on revised documents and budgets submitted by the grant agents.
- *Results for these grants may be updated as revised documentation becomes available.
Grant allocation by thematic area
(in US$ million)

A. Mitigation: 31% out of the total allocation during mitigation corresponds to distance learning methods, mainly including printed materials, radio and TV. Emphasis is also placed on accessing standards, curriculum and learning materials, and preparing teachers to adapt to new distance learning methods, prioritizing the most vulnerable children. >80% of the grants include support to disability inclusion in remote learning content during school closings.

B. Recovery: 20% and 3% out of the total allocation during recovery correspond to well-being programs and activities related to back-to-school campaigns, respectively. Emphasis is also placed on strengthening resilient education systems to ensure a safe return to schools. Assessing the potential learning loss and effectiveness of distance learning methods to help plan for remedial courses. >75% of the grants have planned activities to address gender-specific barriers.

OOSC = out-of-school children; EMIS = education management systems; IDPs = internally displaced persons; n = number of grants that have this theme.